



**EDUC 500: Methods of Action Research  
For Teacher Leaders  
3 Credit Hours**

**Office:** \_\_\_\_\_

**Office Phone:** \_\_\_\_\_

**Department Phone:** **606-546-1641**

**Office Hours:** \_\_\_\_\_

**TEXT:**

- *Improving Schools Through Action Research: A Comprehensive Guide for Educators*
- *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*
- *Kentucky Teacher Standards-provided in class*

<i><b>Course Connections</b></i>	
<b>Connection to Department Mission</b>	In this course, candidates develop the personal, social, and intellectual aptitude to use action research skills needed to propose and analyze educational research.
<b>Connection to Conceptual Framework</b>	This course engages candidates in assessment, research, and methodologies in order to create better educational research consumers among practitioners. The belief of personal transformation and its collation to the education department's conceptual framework is integrated into the course. The theme of personal transformation in relation to the abilities of utilizing authentic assessments to enhance the teaching and learning process and to think critically about the issues that face educators in the 21 <sup>st</sup> century is extensively explored in this course
<b>Connection to Kentucky Teaching</b>	Given the construction of curriculum, research samples, and candidate assignments, all Kentucky Teacher Standards are

<b>Standards</b>	addressed in this course. Standards 1-5 are reflective in the candidate's preparation for and creation of a research proposal. Standards 6-10 are addressed through the instruction for and parameters of the group research project that candidate's are assigned. Standards 6- 10 are also interlocking in both projects as each are major components to the individual assignment.
<b>Connection to Diversity</b>	The Educational Studies Unit at Union College is committed to social justice and respect for all individuals and seeks to create a culture of inclusion and support. Attaining justice and respect involves all members of our community recognizing that multi-dimensional diversity contributes to learning environments, thereby enriching communities and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, our intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, we aspire to become a more diverse community in order to extend enriching benefits to all participants.
<b>Connection to Dispositional Development</b>	This course emphasizes 1.D: Scholarship Commitment to intellectual pursuits and learning, of the seven dispositions through developing an increased knowledge of research typologies and methodologies in order to create better educational research consumers among practitioners.
<b>Course Embedded Performance Activity</b>	Develop an action research project reflective of a need in the candidate's school or district based on review of achievement gap, NCLB, ITBS, or ACT reports.
<b><i>Focus on Technology Integration</i></b>	
<b>Instructor's Utilization</b>	Course content and supplemental materials are available through Moodle, Union's learning management system. Applications used include but are not limited to: iPods, Podcasts, Wiki Software, Skype Software, SmartBoards, Smartphones and applications, Moodle, Westlaw Moodle, and YouTube
<b>Candidate's Utilization</b>	Candidate will utilize Moodle to obtain materials for review each week. Candidate's will also use various applications in the design of course assignments including but not limited to: Moodle, PowerPoint, Word, Excel, Publisher, Smart Board, Ereserve, OPAC, KY Virtual Library, and Westlaw.
<b><i>Focus on Learning</i></b>	
<b>Impact on Candidate</b>	The course is designed to teach candidates how to identify various

<b>Learning</b>	types of educational research by their intended purpose and type, apply various basic statistical techniques to data and interpret various basic statistics. Candidates will also be able to locate resources upon which quality research is built, critique research in terms of quality, and utilize research findings to improve their educational practice.
<b>Impact on P-12 Learning</b>	The course is designed to develop candidate knowledge on how to design, implement, and evaluate educational research projects in the pursuit of increasing candidate success in the classroom.
<b>P-12 Collaboration</b>	Candidates work extensively within the PreK-12 community in the development of an action research project. Further, candidates will develop a professional development activity based on their action research findings for presentation at Site Based Decision Making Council, School Board Meeting, or other type of administrative body within candidate's school or district.
<b>Focus on KERA Standards</b>	The KERA Goals and Expectations will vary according to the candidate's intended certification area, their field placement, and the Unit of Study that they prepare for the class requirements.

### **Course Objectives:**

The Candidate Will:	Link to Conceptual Framework	KY Teacher Standard/Specialty Standards	Course Assignment/Activities	Link to EPSB Themes 1-Diversity 2-Assessment 3-Literacy 4-Closing Gap
Develop a reflector's perspective as a teacher leader conducting action research and decision-making practices in the classroom	Intellectual	1,2,6,7	Review of student achievement data toward development of a reflective research analysis	1,2,3,4
Develop proficiencies needed to impact district wide decision making based on analysis of action research findings	Intellectual, Social	1,2,3,6,8	Development of an action research project. Project is implemented by candidate in their classroom, results analyzed, and presentation of their results given to	1,2,3,4

			ESU Teacher Education Committee as part of Teacher as Leader program exit	
Develop action research projects based on demonstrated needs of local, state and national, schools as reported in achievement gap, NCLB, and ACT reports	Intellectual Social	1-6	Review of student achievement data toward development of action research project	1,2,3,4
Critique current action research as it relates to candidate's content area	Intellectual	1-10	Reflective Research Analysis, Action Research Project	1,2,3,4

**Please Note (Attendance):**

This course requires in-class and out-of-class time to complete course assignments. Attendance is extremely important in this class and will be assessed consistently.

**Performance Activities:**

1. Complete a reflective research analysis of the candidate's school or district based on review of achievement gap, NCLB, ITBS, or ACT reports.
2. Development of an action research project. Project is implemented by candidate in their classroom, results analyzed, and change in candidate's classroom procedures towards the goal of increased effectiveness discussed. Candidates give presentation of their action research project to the Capstone Experience Committee as part of Teacher as Leader program exit (*Course Embedded Assessment CEA Assignment*).
3. Complete four critiques of action-research articles based on candidate's content area.

### **Clinical Experience:**

Candidate completes a 15 hour placement within their school or district based on their action research project. Example: candidate serves on district assessment committee to develop PD based on action research conducted by candidate.

### **Grading Criteria:**

Candidates will be graded on all assignments, including mid-term and final exams, discussion, participation, and other assignments. All assignments should be submitted to the instructor on or before the due date by 11:59:59PM EST (unless otherwise noted). *The instructor reserves the right to make changes to this document as needed.*

Grading Scale		Points Possible	
A = 90%-100%	Action Research Project	500 Points	
B = 80%-89%	Reflective Research Analysis	300 Points	
C = 70%-79%	Four Critiques of		
F = 0-69%	Action-Research Articles	100 Points	
	Total Points Available:	900 Points	

### **Kentucky Teacher Standards (February 2008)**

**1. The teacher demonstrates applied content knowledge.**

*The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop candidate knowledge and performance in those areas*

**2. The teacher designs and plans instruction.**

*The teacher designs/plans instruction that develops candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**3. The teacher creates and maintains learning climate.**

*The teacher creates a learning climate that supports the development of candidate abilities to use communication skills, apply core concept, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**4. The teacher implements and manages instruction.**

*The teacher introduces/implements/manages instruction that develops candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**5. The teacher assesses and communicates learning results.**

*The teacher assesses learning and communicates results to candidates and others with respect to candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**6. The teacher demonstrates the implementation of technology.**

*The teacher uses technology to support instruction; access and manipulate data;; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.*

**7. Reflects on and evaluates teaching and learning.**

*The teacher reflects on and evaluates specific teaching/learning situations and/or programs.*

**8. Collaborates with colleagues/parents/others.**

*The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop candidate abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

**9. Evaluates teaching and implements professional development.**

*The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*

**10. Provides leadership within school/community/profession.**

*The teacher provides professional leadership within the school, community, and education profession to improve candidate learning and well-being.*

**Communication Policy:**

The only authorized e-mail address for academic, administrative, and co-curricular communications between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible, for monitoring his/her Union College e-mail account frequently (preferably daily).

(Approved by APC September 12, 2011)

(Approved by Faculty September 19, 2011)

**Disability Accommodation:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact the Director of Student Support Services, Centennial Hall, Room 104. The phone number is 606-546-1259. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of

another person or work previously used without informing the instructor, or tampering with the academic work of other candidates. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other candidates during exams. Any instances of academic dishonesty will be pursued under current regulations concerning academic integrity. Candidates may receive a failing grade and be subject to program and college removal for a violation of these ethics

### **Commitment to Diversity:**

The Union College Education Studies Unit will prepare teachers who celebrate each candidate as a member of the learning community and recognize the role that each candidate's real life experiences and cultural traditions play in the classroom. This culturally responsive teacher will recognize that candidates bring with them knowledge and experiences that are essential to their construction of concepts in the classroom. Additionally, these culturally responsive teachers will recognize that each individual's beliefs about teaching and learning have a significant impact on his/her interactions in the classroom.

## **BIBLIOGRAPHY**

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